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Newspapers in Language

Language

Including:

Scavenger Hunt
The Role of an Editor
Headline Stories
Editorials
Community/Faith Articles
Reflect and Practise
Oral Presentation Instructions/Practise
Cartoons
Advertisements
Sports
Entertainment/Weather
Reflective Learning on Portfolio Collection
Board Presentation
Celebration of Publishing

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A Unit for Grade 6

Written by:

Patti Greer, Tina Roach, Mike Arsenault (Project Leader)

Length of Unit: approximately: 22.3 hours

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Newspapers in Language

Language A Unit for Grade 6

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A Unit for Grade 6
Written by:

Patti Greer, Tina Roach, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

Based on a unit by:

Patti Greer, Tina Roach, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Newspapers in Language
Language A Unit for Grade 6

Task Context

Grade 6 learners in Catholic schools become reflective thinkers by exploring and practising the various non-fiction writing forms to produce a collection of newspaper articles, e.g., headline story, editorial, community/faith article, cartoons, advertisements, sports, entertainment, and weather articles. The culminating activity provides an opportunity for students to become effective communicators by participating in oral presentations of their work to the members of an Editorial Board. This unit also provides learners with the opportunity to give witness to teachings in their celebration/publication of a class newspaper.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Task Summary

Students become acquainted with and orally demonstrate their understanding of the newspaper by presenting their final product to the members of an Editorial Board. By integrating elements of our Catholic faith tradition, students express opinions about the issues affecting their everyday lives, and thus become more aware of the complex world in which they will live as adults.

Students are engaged in the writing, editing, and publishing of headline stories, editorials, a community/faith article, cartoons, advertisements, sports, entertainment, and weather articles. As each newspaper category is practised it is stored in a portfolio for later reflection and evaluation. Through the opportunities explored in the subtasks, each student selects a personal choice from the headline, editorial, and community/faith categories. Students prepare their selected articles for publication. Once completed, students orally present the selection to a small group of students in preparation for the culminating task, as well as submitting it to the teacher for evaluation. This process is repeated for cartoons and advertisements, and once again, when the sports, entertainment, and weather categories have been completed.

The culminating task has each student orally presenting their chosen article to the members of an Editorial Board (remaining students) to be included in the classroom newspaper. With the combined efforts of all students in Subtask 14, students have the opportunity to experience success as a class, as well as individually. At the same time, students attend to a number of the oral and written language expectations. Through participation in this unit, students may be influenced to build upon their lifelong reading habits by perusing the newspaper on a daily basis.

Culminating Task Assessment

Students participate in the culminating task both as members of an Editorial Board and as individual presenters. Each student presents work from one newspaper category (headline story, editorial, community/faith article, cartoon, advertisement, sport, entertainment, or weather article) to members of an Editorial Board in the form of an oral presentation. The teacher evaluates the students' presentations by using a rubric. The members of the Editorial Board act as the audience and may offer feedback by celebrating the success of each presentation.

Catholic Graduate Expectations

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Links to Prior Knowledge

Students need to know how to do the following prior to beginning this unit:
- ask questions to clarify information.
- communicate ideas and information for a variety of purposes and to specific audiences.
- recognize the various categories of a newspaper.

Considerations

TECHNOLOGY
If the task requires students to use the Internet, teachers must ensure that students know and follow board and school policies related to Internet use.
- Consider the use of a word processor.
- Use a variety of resources, e.g., computer spell check, to confirm spelling of common exceptions to spelling patterns (writing).
- Integrate media materials, e.g., computer graphics, in their writing to enhance their message.

CAREER EDUCATION
Career Development: exploring and obtaining information about education, training, and careers:
- Identify jobs and occupations in the community related to school subjects, e.g., writers, editors, artists, cartoonists, graphic designers, layout publishers, and advertisers.

Interpersonal Development: getting along with others:
- Identify the variety of characteristics, skills, competencies, qualities, and talents of others.
- Demonstrate their understanding of using skills to build positive relationships at school, e.g., cooperating with others.

Interpersonal Development: social responsibility:
- Demonstrate their understanding of “being a responsible citizen” in the classroom and the school.

Notes to Teacher

General Notes

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should

adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

The culminating task is presented to students in the second subtask so that they understand the flow of various activities leading up to it.

This unit focuses on language, particularly writing, oral, and visual communication, however several subtasks can be linked to visual arts (Subtask 8 and Subtask 9).

A learning log and a portfolio are used throughout the unit. These logs are collected to gain an understanding of the students' knowledge of the different formats of newspaper articles (CGE Overall - Catholic Graduate Expectation - An Effective Communicator) and are stored in the students' portfolios when not in use. Each student has a portfolio of some sort (a file folder, an accordion-style folder). Students may decorate these any way they want, as long as their name is easily visible. All BLMs, written work, and rubrics associated with the unit are stored in the portfolio for organizational and reflective purposes.

The teacher should make arrangements for a guest speaker in Subtask 2. The teacher must follow school and board policies and procedures related to visitors to the school.

Possibly contact the local Diocesan newspaper or local newspaper to have it delivered to the school for several weeks, so that samples are available. Ask if someone from a newspaper would be willing to make a presentation to the class. Explain to them what it is you are doing with your class and ask them to bring some visual materials to make it more interesting.

The teacher should consider the appropriateness of the articles being used by Grade 6 students.

In this unit, a variety of teaching/learning strategies are used. These include activity-based strategies, cooperative learning strategies, direct instruction strategies, independent learning strategies, inquiry and research models, and thinking skill strategies.

There are a variety of assessment strategies being used in this unit. Teachers will need to create an assessment tool for the culminating task.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

1. Provide consideration to some students regarding time allowed for completion of the required task.

2. Some students need help with organization. They may need to be reminded where to place their unfinished as well as finished pieces of work. The teacher could give a checklist to students to place in their portfolios to facilitate better organization. After every activity students should write the current date on the folder after placing work there.

3. Discuss alternatives with students who are uncomfortable making oral presentations to whole groups.

4. If a student has serious writing difficulties, he/she may have another person scribe.

1 Scavenger Hunt

Students participate in a scavenger hunt to locate various information and determine the location of the information by section and page number. They are asked to pose two questions about a chosen author's article. Students discuss the answers in small groups where sensitive, positive, and courteous collaboration and discussion is encouraged. The purpose of these activities is to assess how efficiently students are able to search for information from various newspaper sections.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

2 The Role of an Editor

Students hear a presentation given by the teacher/guest speaker on what is involved in creating a newspaper. They are introduced to the culminating task.

Catholic Graduate Expectations
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem-solving, time and resource management skills.

3 Headline Stories

Students identify and describe the characteristics of a headline story by reading a variety of newspaper articles and discussing these as a class. The teacher provides a headline story model (BLM 3.1 The Inverted Pyramid Format) for students to use in the writing of their own headline stories. Students participate in various activities to enhance their familiarity with headline stories. Students write what they have learned in a learning log.

Catholic Graduate Expectations
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

4 Editorials

The teacher provides several examples of editorials and establishes what an editorial is and what it looks like. Students practise finding the editorial features in the example used for class discussion, and then in small groups, practise this skill using a different teacher-collected example of an editorial. (The teacher may also reference students to Unit 5, Theme 14 You Shall Be My Witnesses which contains global issues of injustice about which students might feel strongly enough to write an editorial.) Once the group work is completed, students describe the features and qualities of an editorial in their learning log. Students discuss how editorials should demonstrate and affirm their Catholic viewpoints, their sensitivity to others, as well as their respect for the views of other people.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

5 Community/Faith Articles

Students write a community/faith article that incorporates their Catholic beliefs with social justice issues affecting the society of today. They examine their role as Christians in dealing with these issues. Students record what they have learned in a learning log.

Catholic Graduate Expectations
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CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

6 Reflect and Practise

Students reflect on their notes in their learning logs. They choose one category from headline stories, editorials, or community/faith articles to write and prepare a piece for possible publication. Once completed, peer edited, and returned by the teacher, the piece is ready for presentation to a small group of peers.

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CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

7 Oral Presentation Instructions/Practise

The teacher gives the class instructions on how to make a presentation to the members of an Editorial Board. The teacher explains the importance of using tone of voice and visual stimuli to capture the interest of the audience. Students then orally present the reasons why their work should be included in the newspaper to a small group of peers.

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CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

8 Cartoons

Students have the opportunity to express originality and artistic talent by drawing a cartoon that clearly and honestly conveys a message with sensitivity to an audience. The cartoon may be funny or may just be about a topic of interest that gets a point across through the use of cartoon pictures.

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CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

9 Advertisements

Students study the various types and features of advertisements and discuss the impact on consumers. Students design a display ad to showcase a business or product to reflect their learnings. The teacher guides students through the steps to create an effective but just and ethical ad design. Students are encouraged to demonstrate integrity and originality in the practice of these steps.

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CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

10 Sports

Students participate in activities to distinguish the characteristics of three types of sports writing: factual, editorial, and entertainment (cartoon). They are given the opportunity to use their skills and abilities in the next subtask.

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CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

11 Entertainment/Weather

Students are given the opportunity to reflect on and discuss features of entertainment articles, weather reports and weather-related articles. Students record what they have learned in a learning log. Students decide which type of article (sports, entertainment, or weather) they would like to write using the stages of the writing process.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

12 Reflective Learning on Portfolio Collection

Using a template (BLM 12.1), students reflect upon their completed writing assignments and presentations. Students prepare one of these works for the final presentation in Subtask 13. Once all the revisions have been made, students submit their final copy to the teacher for evaluation using the Writing Assessment Rubric.

Catholic Graduate Expectations
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE Overall - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

13 Board Presentation

Students participate in the culminating task both as members of an Editorial Board and as individual presenters. Each student presents work from one newspaper category (headline story, editorial, community/faith article, cartoon, advertisement, sport, entertainment, or weather article) to members of an Editorial Board in the form of an oral presentation. The teacher evaluates the students' presentations by using a rubric. The members of the Editorial Board act as the audience and may offer feedback by celebrating the success of each presentation.

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CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

14 Celebration of Publishing

In groups, students collate their works into the appropriate newspaper categories. Each group designs the layout of a particular section of the newspaper for later distribution. The teacher takes each of these sections and prints them in order to share the work with the school community.

Catholic Graduate Expectations
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Scavenger Hunt

Subtask 1

80 mins

Description

Students participate in a scavenger hunt to locate various information and determine the location of the information by section and page number. They are asked to pose two questions about a chosen author's article. Students discuss the answers in small groups where sensitive, positive, and courteous collaboration and discussion is encouraged. The purpose of these activities is to assess how efficiently students are able to search for information from various newspaper sections.

Catholic Graduate Expectations
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CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

6e48 A • ask and answer questions to obtain and clarify information;
6e51 A • contribute and work constructively in groups;
6e53 A • identify the main types of media works and the most characteristic techniques used in them;
6e61 A – use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);

Groupings

Students Working In Small Groups
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Visual Stimuli
Discussion
Learning Log/journal
Portfolio
Mind Map

Assessment

Students record the results on BLM 1.1 Newspaper Scavenger Hunt Quiz, and then hand them in for assessment.

While students are working collaboratively in small groups, the teacher observes the social task, determining whether sensitive, encouraging, and courteous discussion is occurring within their groups.

The teacher uses BLM 1.3 Scavenger Hunt Rating Scale to assess students' prior knowledge of newspaper sections and to assess their understanding of questioning techniques. This would be considered a diagnostic assessment.

The teacher may use BLM 1.4 Learning Log Rating Chart throughout the unit to record student understanding demonstrated through the learning logs.

Assessment Strategies
Quizzes, Tests, Examinations
Learning Log

Assessment Recording Devices
Rating Scale
Anecdotal Record

Teaching / Learning

Introduce the unit by initiating discussion on newspapers as a form of media using leading questions such as; What is news? Where does news come from? Why do we have newspapers when the Internet is so much faster? Why do we focus on bad news all the time? Why are there so many ads in the newspaper? The teacher records generated responses in the form of a mind map.

Distribute newspapers to students and allow time for them to "skim" each section noting the various parts of the whole newspaper. Model this activity for students.

Introduce the idea of a newspaper scavenger hunt. Place BLM 1.1 on an overhead and model with the class how to complete the first one or two "hunts."

Each student receives a copy of Newspaper Scavenger Hunt (BLM 1.1). Students are given time to locate and record the items on their lists (Part 1) and write two questions that they would like to ask a reporter for clarification about an article and/or to gather further information about the parts of a newspaper (Part 2).

Students begin working independently. After students have completed the worksheet, have them form small groups where they can compare answers. Ask students to record any additions or revisions in a different colour on their sheet. While students are working, the teacher circulates around the room to observe whether sensitive, positive, and courteous collaboration and discussion is occurring within their groups. Anecdotal notes are kept to track these group social skills and are shared with the groups.

Review answers as a class at the end of the allotted time. Students hand in their answers for the teacher to assess using BLM 1.3 Scavenger Hunt Rating Scale.

The teacher may assign BLM 1.2 Newspaper Terms Activity Sheet at this point (as a diagnostic assessment). The teacher explains to students that this activity provides information for programming addressing terms and points that the class needs to learn throughout the unit. The teacher takes this up with the class and provides answers, explanations, and clarification, where needed. This BLM may be used as a summative assessment in Subtask 13. (This activity acts as a reinforcement of the main categories of a newspaper.)

Assign a learning log entry focusing on the leading questions asked when introducing the unit. These logs are collected and assessed to determine students' understanding of the concepts covered in each subtask and are stored in the students' portfolios when not in use.

Each student has a portfolio which is a collection of work over time. Students could use a file folder or an accordion-style folder to make a portfolio. Students may decorate these ensuring that their name is visible. All BLMs, activities, written work, and rubrics associated with the unit are stored in the portfolio for organizational and reflective purposes.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Provide consideration to some students regarding time completion of the required task.

Resources

BLM 1.1 Newspaper Scavenger Hunt	BLM_1.1_Scavenger_Hunt_S.cwk
BLM 1.2 Newspaper Terms Activity Sheet	BLM_1.2_Terms_S.cwk
BLM 1.3 Scavenger Hunt Rating Scale	BLM_1.3_HuntRatingScale_T.cwk
BLM 1.4 Learning Log Rating Chart	BLM_1.4_LearnLogRateScale_T.cwk
Local Newspaper	
Learning Log	1
Portfolios	

Notes to Teacher

Answers to BLM 1.2 Newspaper Terms Activity Sheet: 1. editorial 2. headline 3. advertisements 4. inverted pyramid 5. index 6. feature 7. Freedom of the Press 8. comic 9. entertainment 10. family 11. sports 12. byline 13. wire services 14. editor 15. locally, provincially

Teacher Reflections

The Role of an Editor

Subtask 2

80 mins

Description

Students hear a presentation given by the teacher/guest speaker on what is involved in creating a newspaper. They are introduced to the culminating task.

Catholic Graduate Expectations
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem-solving, time and resource management skills.

Expectations

6e48 • ask and answer questions to obtain and clarify information;

6e64 – identify the various types of professionals involved in producing a media work (e.g., newswriter, photographer, camera operator, film director) and describe the jobs they do;

Groupings

Students Working As A Whole Class

Teaching / Learning Strategies

Guest Speaker
Visual Stimuli
Portfolio
Learning Log/journal

Assessment

The learning log is used throughout the unit as a means of formative assessment. Use BLM 1.4 Learning Log Rating Chart, to record student understanding demonstrated through the learning logs.

Assessment Strategies

Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

This task may require students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

In order to introduce students to the processes involved in writing newspaper articles (part of the culminating activity) invite a guest speaker, preferably the editor of a local newspaper, to the classroom for a presentation. The guest would highlight the various sections of a newspaper and outline the roles of the writers involved in the various sections. Should it not be possible for an editor to come to the classroom, there are some good resources on the Internet. See Resources section.

Before the guest speaker arrives, review with students questioning techniques to be used with the guest. Have students prepare appropriate questions in advance. This is also an opportunity to teach good questioning skills, e.g., open-ended questions. Students should avoid questions that result in yes/no responses and concentrate on asking questions that will help them come to a deeper understanding of how a newspaper works. Students may want to take notes in their learning logs during the presentation. These notes should be assessed throughout the

unit. The guest speaker provides students with an opportunity to develop oral communication skills and language skills, e.g., ask and answer questions to obtain and clarify information.

After the presentation, introduce the culminating task to students. Students become members of an Editorial Board that has the responsibility of producing a paper. Every student goes before the board to share a piece of writing that they want to include in the published paper, explaining why they think this is their best work and why it would be of interest to the readers of the class paper. During the next few weeks, students have the opportunity to learn, practise, and produce the different kinds of writing that appear in a newspaper and present that work to others. As lifelong learners and responsible Christians, we establish personal goals and we work to meet these goals using our God-given talents, just as every newspaper writer must set goals to meet his/her deadlines.

The teacher discusses the expectations for the unit and the culminating activity. The teacher discusses the rubrics which will be used. (Writing Assessment Rubric - ST12 and Oral and Visual Presentations Rubric - ST13)

The celebration/publication component of this unit (Subtask 14) would be evidence of the students' reflective thinking and effective communicating skills and is highly recommended to be completed. If it is to be included, the teacher should indicate this to students.

Adaptations

Resources

- **The Princeton Review: Career Profile**
- **The Slot**
- **History Buff**
- **Portfolios**
- **Learning Log**

Notes to Teacher

It is recommended that prior to the guest speaker's visit, the teacher reviews what is expected of a good listener. The teacher must follow school and board policy and procedures related to visitors to the classroom.

It is very important that the guest speaker is well prepared for the classroom visit. It would be highly effective if the guest could bring a visual presentation of his/her materials. There should be opportunities for students to ask questions and clarify information. The speaker should be prepared to talk about the various types of professionals involved in producing a media work. The speaker needs to be advised before the visit that the unit will cover headline stories, editorials, community/faith editorials, cartoons, advertisements, sports, and entertainment/weather articles specifically.

The teacher should create an assessment tool for the culminating task.

Teacher Reflections

Headline Stories

Subtask 3

80 mins

Description

Students identify and describe the characteristics of a headline story by reading a variety of newspaper articles and discussing these as a class. The teacher provides a headline story model (BLM 3.1 The Inverted Pyramid Format) for students to use in the writing of their own headline stories. Students participate in various activities to enhance their familiarity with headline stories. Students write what they have learned in a learning log.

Catholic Graduate Expectations
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations

6e1 A	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
6e3 A	• organize information to convey a central idea, using well-linked paragraphs;
6e27 A	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
6e49	• communicate a main idea about a topic and describe a sequence of events;
6e37 A	– identify different forms of writing and describe their characteristics (e.g., historical novel, encyclopaedia);

Groupings

Students Working In Pairs
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Expository Text Frames
Guided Writing
Learning Log/journal

Assessment

Check each student's headline story to ensure that the required elements of the headline story are present. Students benefit from formative assessment at this point.

Collect and review learning logs to make sure that students have a clear understanding of the headline story. Use BLM 1.4 Learning Log Rating Chart, to record student understanding demonstrated through the learning logs. If students do not understand, the teacher may choose to reteach the lesson or provide extra practice.

Assessment Strategies

Observation
Portfolios
Learning Log

Assessment Recording Devices

Rating Scale

Teaching / Learning

Introduce the inverted pyramid of writing headline stories. BLM 3.1 The Inverted Pyramid Format, is used as a model that students could follow when writing a headline story. This type of news story is designed to inform the reader of something in a crisp, concise, easily-read manner. Therefore, the most important facts appear at the top of the story. Less important facts are added in descending order of importance. The reason for using this style of writing is for conciseness. If an article needs to be cut due to space restrictions, then the least important facts will be cut from the end of the story. Another reason is to provide readers with the important facts about an event in the first paragraph. This saves time for the reader.

Write a headline on the board/chart paper and guide students through the correct way to write a headline story. Follow this with some of the headline activities listed below.

Headline Activities:

1. Cut out a headline from the newspaper without reading the article and paste it on a page. Write beneath it what you think the story is about. Read the real story and compare it to yours. How close was it?

2. Working with a partner, cut out a couple of articles. Cut the headlines off. Paste the articles onto a separate page and give these to your partner to write the headlines. Show your partner the originals to see how close he/she was to the original. Do the reverse so both partners have an opportunity to do this activity.

3. Working with a partner or small group, cut out five stories. Cut off their headlines. Mix them all up and try to match the stories to their proper headlines. Paste them on your page.

4. Cut out a headline story and separate the paragraphs. Write an appropriate headline for each paragraph.

5. Practise writing headlines for nursery rhymes.

6. Choose a headline story and mark the five Ws and H on it (Who, What, When, Where, Why, How).

7. Cut out two headline stories and paste them on your page. Draw an inverted pyramid around the lead of each. Draw a line through the story to show where it could potentially be cut off without losing important facts.

8. Choose a headline story and paste it on a sheet of paper. Below the article, vertically list the words Who? What? Where? When? Why? and How? Now answer the questions according to the article.

When students have had the opportunity to develop their understanding of the inverted pyramid structure, have them write a lede (lead) paragraph for a story with a headline that you give to them. Students should have a variety of headlines from which to choose.

In their learning logs have students write an entry describing what they have learned about the structure of headline stories. Students could also brainstorm some ideas of headlines that might lead to interesting stories. Unit 10, Theme 28 of *You Shall Be My Witnesses* has excellent ideas and suggestions about topics students could use to write headline stories.

Once completed, have students place all working papers from this subtask into their portfolios.

Adaptations

Resources

BLM 3.1 The Inverted Pyramid Format	BLM_3.1_InvertedModel.cwk
You Shall Be My Witnesses	Canadian Catholic Conference of Bishops
Thesaurus and Dictionaries	10
Portfolios	
Learning Log	

Notes to Teacher

Headline stories are factual in nature. They are written in the same format as feature stories. The difference is that headline stories are written immediately when they occur and feature stories may be written at any time. The teacher should discuss the importance of writing/using appropriate headlines for a headline story.

Newspaper Facts

- The first couple of sentences in a news story are called the lede (lead).
- The most common form of ledes (leads) is the five W or summary lead, so named because it summarizes the story.
- The five W lede (lead) answers the questions Who? What? Where? When? and Why? (How is often substituted for Why.)

Headlines should not include hyphenated words, conjunctions, or prepositions at the end of a line. It would be a good idea to display the characteristics of a headline (feature) story on a wall chart for observation by students and to be used as a checklist for further revision of their writing.

Teacher Reflections

Editorials
Subtask 4
80 mins

Description
The teacher provides several examples of editorials and establishes what an editorial is and what it looks like. Students practise finding the editorial features in the example used for class discussion, and then in small groups, practise this skill using a different teacher-collected example of an editorial. (The teacher may also reference students to Unit 5, Theme 14 You Shall Be My Witnesses which contains global issues of injustice about which students might feel strongly enough to write an editorial.) Once the group work is completed, students describe the features and qualities of an editorial in their learning log. Students discuss how editorials should demonstrate and affirm their Catholic viewpoints, their sensitivity to others, as well as their respect for the views of other people.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations
6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
6e27 A • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
6e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
6e37 A – identify different forms of writing and describe their characteristics (e.g., historical novel, encyclopaedia);
6e32 A – summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;

Groupings
Students Working As A Whole Class
Students Working Individually
Students Working In Small Groups

Teaching / Learning Strategies
Advance Organizer
Guided Writing
Guided Exploration
Learning Log/journal
Portfolio

Assessment
Collect all learning logs to make sure that students have a clear understanding of how to complete an editorial. Use BLM 1.4 Learning Log Rating Chart, to record student understanding demonstrated through the learning logs. If students do not understand, the teacher may choose to reteach the lesson or provide extra practice by using BLM 4.1 for the entire class or individual teaching.

Assessment Strategies
Observation
Portfolios
Learning Log

Assessment Recording Devices
Rating Scale

Teaching / Learning

Collect several examples of editorial pages to distribute to each student.

Explain that an editorial is an "opinion" piece of writing. There is a significant difference between a reporting piece and an editorial. In a reporting piece, the writer reports the facts. In an editorial, the writer expresses his/her opinion about facts or situations. These viewpoints are written to try to persuade or influence the reader's opinion to coincide with the writer's opinion.

There are several types of editorials:
- editorial cartoons
- editorials written by columnists
- editorials written by members of the public

Put one of your collected editorials on the overhead. With student input, complete BLM 4.1 (on chart paper) to model the next activity.

Students may discover through discussion, that these editorials may cause arguments or debates. This would provide students with the opportunity to take initiative and demonstrate Christian leadership and respect for all people and cultures. Stress to students that editorials are opinion pieces and therefore, when written in the newspaper may upset or discourage others. The paper that will be produced in Subtask 14 is a class newspaper for a Catholic school and should therefore avoid any discouragement. Students should be reminded to always be sensitive to others' feelings.

Have students separate into small groups (four to five students) and complete BLM 4.1 as a group. Each group should be working on a different editorial. At this point, make reference to the Writing Assessment Rubric (given out in Subtask 12). Note that this rubric will be used to assess one of the pieces students choose from headline stories, editorials, and the faith community-based feature article.

Students must review the stages of the writing process throughout the unit. Posting these stages permanently in the classroom would be an excellent resource for students to use throughout the year.

Ask students to write an entry on what qualities are found in a good editorial. Students could also brainstorm ideas that might be topics for an editorial they could write.

Have students place all working papers from this subtask into their portfolios.

Adaptations

Resources

BLM 4.1 The Editorial	BLM_4.1_TheEditorial.cwk
You Shall Be My Witnesses	Canadian Conference of Catholic Bishops
Examples of Editorials from Local Newspaper	
Thesaurus and Dictionaries	10
Portfolios	

Learning Log

Notes to Teacher

Teacher Reflections

Community/Faith Articles

Subtask 5

80 mins

Description

Students write a community/faith article that incorporates their Catholic beliefs with social justice issues affecting the society of today. They examine their role as Christians in dealing with these issues. Students record what they have learned in a learning log.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

Expectations

6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);

6e3 A • organize information to convey a central idea, using well-linked paragraphs;

6e7 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;

6e27 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

6e38 A – use their knowledge of the characteristics of different forms of writing to select the appropriate materials for a specific purpose (e.g., an encyclopaedia article may provide a general introduction to a topic);

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Small Groups

Teaching / Learning Strategies

Advance Organizer
Guided Writing
Learning Log/journal
Portfolio

Assessment

Collect all learning logs to make sure that students have a clear understanding of how to write a community/faith article. Use BLM 1.4 Learning Log Rating Chart to record student understanding demonstrated through the learning logs. If students do not seem to understand, the teacher may choose to reteach the lesson or provide extra practice by using BLM 4.1 for the entire class or individual teaching.

Assessment Strategies

Observation
Portfolios
Learning Log

Assessment Recording Devices

Rating Scale

Teaching / Learning

Explain that the community/faith page consists of opinion pieces of writing that integrate faith and beliefs with their opinions. Remind students of the information that was covered in Subtask 4 about editorials, as this

subtask is very similar.

Collect several examples of community/faith articles (usually found opposite the editorial page). *The Catholic Digest*, *Catholic Register,* and copies of the local Diocesan papers are resources that would provide examples of this kind of article.

As a class, students study an example of a community/faith article that the teacher puts on the overhead. Ask students to look for the qualities that tell them this is an opinion piece. Discuss how this example demonstrates Catholic teaching. Also remind students that they need to be aware of and respect the feelings of others when working together.

Give other examples of current social justice issues students may be interested in. (Unit 5, Theme 14 *You Shall Be My Witnesses* contains global issues of injustice about which students might feel strongly enough to write an article.) Ask students to identify elements that are expressions of what we believe as Catholics. In the discussion, help students become aware of how they can bring their faith into responses they have to injustice and the activity of their life.

Divide students into small groups with a different example of a community/faith article for each group. The groups critique the piece and fill in another copy of BLM 4.1. Instruct each group to look for elements that make the article reflect Catholic values. One person records the answers for the group. Make sure all group members' names are recorded before handing it in.

Students then write an entry in their learning logs on what they have learned about being a Catholic author in a news publication. Students also brainstorm ideas about topics they might like to write about for a community/faith article.

Once completed, have students place all working papers from this subtask into their portfolios.

Adaptations

Resources

You Shall Be My Witnesses	Canadian Catholic Conference of Bishops
Examples of Community/Faith Pages	
Thesaurus and Dictionaries	10
Portfolios	
Learning Log	

Notes to Teacher

Teacher Reflections

Description

Students reflect on their notes in their learning logs. They choose one category from headline stories, editorials, or community/faith articles to write and prepare a piece for possible publication. Once completed, peer edited, and returned by the teacher, the piece is ready for presentation to a small group of peers.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Expectations

6e7 A	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
6e5 A	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
6e17 A	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
6e50 A	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
6e3	• organize information to convey a central idea, using well-linked paragraphs;
6e38 A	– use their knowledge of the characteristics of different forms of writing to select the appropriate materials for a specific purpose (e.g., an encyclopaedia article may provide a general introduction to a topic);

Groupings
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies
Learning Log/journal
Portfolio
Conferencing
Review

Assessment
Peer revision uses checklists for each type of writing. The teacher assesses the final product using the Writing Assessment Rubric - Subtask 12.

Assessment Strategies
Learning Log
Conference

Assessment Recording Devices
Rubric
Checklist

Teaching / Learning

Students take out their portfolios and review the different forms of writing and the notes they have recorded in their learning logs. They review the characteristics of their chosen form.

Have students begin the writing process choosing one selection from headline stories, editorials, or the community/faith articles. As part of the writing process, students revise and edit their work. Once this task has been completed, this piece of writing would then be assessed by a peer using the appropriate Peer Checklist (BLM 6.1, 6.2, or 6.3).

Each student takes the peer suggestions into consideration and completes a second revised and edited copy for submission to the teacher. The teacher assesses the work using the Writing Assessment Rubric from Subtask 12.

Once the teacher has assessed the work, it is given back to students and they staple the rubric to it. This piece can be added to the students' portfolios and will now be prepared for presentation to a small group of peers for an oral practice.

Adaptations

Resources

BLM 6.1 Headline Story Peer Checklist	BLM_6.1_HdlnPeerChklst_S.cwk
BLM 6.2 Editorial Peer Checklist	BLM_6.2_EditorialChcklist_s.cwk
BLM 6.3 Community/Faith Article Peer Checklist	BLM_6.3_ComntyPeerChcklst_S.cwk
Learning Log	
Portfolios	
Thesaurus and Dictionaries	10

Notes to Teacher

Teacher Reflections

Description

The teacher gives the class instructions on how to make a presentation to the members of an Editorial Board. The teacher explains the importance of using tone of voice and visual stimuli to capture the interest of the audience. Students then orally present the reasons why their work should be included in the newspaper to a small group of peers.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

6e48	• ask and answer questions to obtain and clarify information;
6e51	• contribute and work constructively in groups;
6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
6e58	– speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;
6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Learning Log/journal
Portfolio
Oral Presentation
Brainstorming

Assessment

Collect all learning logs to make sure that students have a clear understanding of how to complete an oral presentation. Use BLM 1.4 Learning Log Rating Chart, to record student understanding demonstrated through the learning logs. They are stored in the portfolios for further reflection. BLM 7.1 Oral and Visual Checklist, is used as a formative assessment.

Assessment Strategies

Portfolios
Learning Log
Performance Task
Conference

Assessment Recording Devices

Checklist

Teaching / Learning

Ask the class about the skills on which a student needs to concentrate in order to make an effective oral presentation. As ideas are brought forward by the class, write them on the board or a piece of chart paper. The answers will vary but should include such items as tone of voice, eye contact, stance, and the

importance of visual stimuli. It is also important to note that the presenter's confidence is vital to a presentation. Being able to positively and respectfully answer questions posed by the audience is important to the acceptance of their work. Leave these ideas posted in the classroom so that students can refer to them as they prepare their presentations.

Have students refer to BLM 7.1 Oral and Visual Checklist, and the Oral and Visual Presentation Rubric - Subtask 13. Discuss the criteria for success with the class to ensure that all students understand what a successful presentation would look like. These will be used to assess their oral presentations to the members of an Editorial Board and will provide a basis for discussion.

Ask students to describe their roles when they are listening to the presentation. Review BLM 7.1 again and ensure that students understand the rules of being a good listener and how to give feedback appropriately.

Have students write a summary of the parts of a good presentation in their learning log.

After giving students time to prepare their presentations, divide them into groups of three or four.

Have students orally share their finished product with the small group. This provides an opportunity for practice and for obtaining peer feedback using BLM 7.1 Oral and Visual Checklist.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Provide the opportunity for students to present privately to the teacher or to very small groups of students if there is a strong feeling of apprehension about presenting in front of their peers.

Resources

BLM 7.1 Oral and Visual Checklist BLM_7.1_OVChcklist_T.cwk

Portfolios

Learning Log

Notes to Teacher

The teacher may choose to model a presentation to an Editorial Board, including answering questions posed by members of the Editorial Board (the class).

Teacher Reflections

Cartoons

Subtask 8

80 mins

Description

Students have the opportunity to express originality and artistic talent by drawing a cartoon that clearly and honestly conveys a message with sensitivity to an audience. The cartoon may be funny or may just be about a topic of interest that gets a point across through the use of cartoon pictures.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Expectations

6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);

6e6 A • produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);

6e22 A – integrate media materials (e.g., computer graphics) into their writing to enhance their message.

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Visual Stimuli
Learning Log/journal
Portfolio
Conferencing

Assessment

Collect all learning logs to make sure that students have a clear understanding of how to complete a cartoon. Use BLM 1.4 Learning Log Rating Chart to record student understanding demonstrated through the learning logs.

Assessment Strategies

Portfolios
Learning Log

Assessment Recording Devices

Checklist

Teaching / Learning

Collect several examples of cartoons from newspapers for each student to study. Give examples of both editorial and comic cartoons.

Have several cartoons cut up into the different frames. Have students arrange them into what they think was the original order.

Have students analyse an editorial cartoon as an example of another way to convey a message to an audience. Put one on an overhead and ask what the author's message is.

Discuss how the pictures and text match, how the pictures say a great deal on their own, and how each frame leads into the next. Discuss the fact that cartoons can be single or multiple frame format by showing various examples of cartoons.

Discuss the importance of following the instructions for creating a cartoon: the five Ws and H (Who? What? Where? When? Why? and How?), the visual stimuli, a catchy caption, complementary text and visuals and appropriate tone, vocabulary and conventions. Discuss what types of graphics could be used to emphasize key messages.

Review the Cartoon Checklist (BLM 8.1) with the class.

Have students brainstorm ideas for the subject of their cartoon. They decide which type of cartoon will best convey their idea.

Each student begins creating an original cartoon to be placed in their portfolio for later use.

Have students write an entry in their learning log on what they have learned about cartoons. In what way is a cartoon easier to create than some of the other work that has been done in this unit? In what way is it more difficult?

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with weak fine motor skills may take photographs to put in their cartoon frames, instead of drawing.

Resources

BLM 8.1 Cartoon Peer Checklist BLM_8.1_CartoonPeerChcklst.cwk

Cartoons from Local Newspaper or Other

Thesaurus and Dictionaries 10

Portfolios

Learning Log

Notes to Teacher

Teacher Reflections

Description

Students study the various types and features of advertisements and discuss the impact on consumers. Students design a display ad to showcase a business or product to reflect their learnings. The teacher guides students through the steps to create an effective but just and ethical ad design. Students are encouraged to demonstrate integrity and originality in the practice of these steps.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
6e1 A	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
6e66 A	– create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").
6e65	– analyse and assess a media work and express a considered viewpoint about it (e.g., write a movie review);
6e63	– identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Visual Stimuli
Learning Log/journal
Conferencing
Brainstorming

Assessment

The teacher, with student input, creates an assessment tool to assess the ad.

Collect all learning logs to make sure that students have a clear understanding of how to complete a display ad. Use BLM 1.4 Learning Log Rating Chart to record student understanding demonstrated through the learning logs.

Assessment Strategies

Conference
Observation
Portfolios

Assessment Recording Devices

Teaching / Learning

Give students a few minutes to look through their copies of the newspaper. Have them refold it and put it aside for later use.

Ask them to name the ads they remember seeing. List these on the board/overhead/chart paper.

Have students brainstorm reasons as to why they remembered these particular ads. Encourage as many ideas as possible and record ideas for further reference.

Have students cut out the ads they remembered and mount them on a wall chart. Beside each ad, have students write the reasons they gave for noticing these particular ads.

Possible Responses to Appeal of Ads: various devices that capture an audience's attention such as layout, graphics, logos, and headlines; emotional appeal such as lifestyle, humour, luxury, vanity, security, honesty, integrity, economy, patriotism, comfort, convenience, success, status, hero worship (endorsement of a product by a sports/entertainment person), brand loyalty, etc.

The teacher chooses one ad and analyses with the class the features of the ad, message, and target audience. Discuss equity, bias, and ethical issues. Ask students if there are ethical responsibilities for a newspaper ad designer, e.g., quality, honest, and truth in advertising. Pose questions such as: What are possible consequences of false advertising?

Describe and use examples students have posted to explain the techniques that can be used in designing an effective display ad. Clarify features of ads, messages, and target audiences as the student examples are discussed.

Discuss with the class how their display ads could be assessed. With student input, the teacher creates a rubric/checklist/rating scale that is appropriate.

Students begin to design a display ad of their own following the guidelines from the wall chart. Students might want to advertise a product/service of their own creation or advertise a product/service that would appeal to a particular student population.

Have students use their learning logs to record what they have learned about advertising and the ethics of advertising. How would they feel if they were led astray by unethical or false advertising?

Students conference individually with the teacher for clarification and future direction.

Selection of Work for Completion and Assessment
Students review their cartoon and display ad to decide which one to complete and prepare for a brief oral presentation. The selected piece of work is assessed by a peer using the Cartoon Peer Checklist or the teacher-/student-generated assessment tool for ads.

Students share their finished product by practising an oral presentation with the small group. This provides opportunity for peer feedback using BLM 7.1 Oral and Visual Checklist.

The teacher assesses the work using the Writing Assessment Rubric (Subtask 12). The teacher writes suggestions down for students to possibly use in Subtask 12. The work is returned to students and they staple the assessment piece to it.

Adaptations

Resources

A Closer Look at Newspaper Advertising Norma Wilson

Thesaurus and Dictionaries 10

Portfolios

Learning Log

Notes to Teacher

Facts about Design Ads

- The cost of advertising is calculated by price, number of newspaper lines, number of columns.
- Prices interest people.
- A picture is worth a thousand words.
- A good ad is one that catches people's attention and stays in their minds.
- An ad is most effective if it appears often and with a consistent message/appearance.
- Ads must appeal to the audience or target group.
- The uniqueness of the goods/services needs to be identified.
- Develop a strategy to convince the reader to read the ad by using a catchy phrase or look.
- By focussing on people, there is more attention given to the ad.
- Be creative, use a logo.
- Writing should be upbeat and sincere but simple and direct.
- Use a simple layout.
- Use contrast: no colour, white space, reverse (black background, white letters), blank space (resting space).

Advertising - An attempt to persuade people to buy goods or services, a kind of information that people are interested in reading, and a way to showcase a business or product.

Classified Ads - Small word ads located at the back of the newspaper, arranged under categories such as "Cars for Sale," "Lost and Found," and "Apts. for Rent."
- Account for 30% of a newspaper's total advertising revenue.

Flyers - Advertising material, usually focussed on one subject, placed inside the newspaper as a separate insert, e.g., grocery store specials, drug store sale items, and home shows.

Display Ads - Larger ads that usually have artwork and other information that tell a customer about a business or institution.
- Grouped together at the bottom of the newspaper page with the largest in the bottom right corner (news is at the top and ads are at the bottom).
- Account for about 70% of a newspaper's total advertising revenue.

Teacher Reflections

Description

Students participate in activities to distinguish the characteristics of three types of sports writing: factual, editorial, and entertainment (cartoon). They are given the opportunity to use their skills and abilities in the next subtask.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations

6e53 A • identify the main types of media works and the most characteristic techniques used in them;
6e27 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Expository Text Frames
Guided Writing
Learning Log/journal
Portfolio

Assessment

Collect all learning logs to ensure that students have a clear understanding of how to complete a sports story. If students do not understand, the teacher may choose to reteach the lesson or provide extra practice.

Assessment Strategies

Observation
Portfolios
Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

The teacher elicits the features of various types of sports writing by analysing examples of factual articles, editorials, and entertainment writing in the sports section with the class. Display the features of the various types of sports writing on a wall chart for students to observe and use as a checklist for their own writing.

The inverted pyramid method of writing is still used and should be reviewed at this point. Sports stories cover team sports and individuals' contributions to sports. Photos are often included.

The teacher may provide a mini lesson on language use on Sports pages including number of action verbs (to

generate excitement), compound words (such as baseball, shortstop, and touchdown), and abbreviations.

Students read various sports articles, noting the sports terminology used and the use of action verbs and descriptive words.

Students describe qualities that are unique to sports writing in their learning log after they have read a variety of sports articles. Students brainstorm ideas that they might like to write about in a sports story.

Collect all learning logs to ensure that students have a clear understanding of how to complete a sports story. If students do not understand, the teacher may choose to reteach the lesson or provide extra practice.

Adaptations

Resources

Thesaurus and Dictionaries 10

Portfolios

Learning Log

Notes to Teacher

Teacher Reflections

Newspapers in Language

Language A Unit for Grade 6

Description

Students are given the opportunity to reflect on and discuss features of entertainment articles, weather reports and weather-related articles. Students record what they have learned in a learning log. Students decide which type of article (sports, entertainment, or weather) they would like to write using the stages of the writing process.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations

6e1 A	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
6e6 A	• produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);
6e63 A	– identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;
6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
6e17 A	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
6e65 A	– analyse and assess a media work and express a considered viewpoint about it (e.g., write a movie review);
6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Guided Writing
Learning Log/journal
Portfolio
Advance Organizer

Assessment

Collect all learning logs to make sure that students have a clear understanding of the characteristics of an entertainment or weather article. If students do not understand, the teacher may choose to reteach the lesson or provide extra practice.

The teacher uses the Writing Assessment Rubric to assess the Sports, Entertainment or Weather article written by the students.

Assessment Strategies

Observation
Portfolios
Learning Log

Assessment Recording Devices

Checklist
Rubric

Teaching / Learning

Provide several examples of movie/play reviews and weather-related articles and reports for each student.

The class discusses what information is recorded on these pages and lists characteristics of each.
Weather - Gives the temperature highs and lows for a five-day forecast, chances of precipitation for those days, Sun and Moon (rise and set times), World Cities temperatures, Regional Weather and Maps, and the UV Index. There are often articles about weather conditions or events. Weather reports are factual and information is gathered from a news service or weather bureau.
Movie/Play Reviews - Character description, plot (without giving away the ending) provides enough information to help the reader decide whether or not to go to see the movie or play being reviewed.

Ask students why they think the entertainment section is important to the public. Create a list of reasons. Ask why the weather section can be important. Create a list of reasons.

Have students record in their learning log the characteristics that are unique to entertainment and weather reporting. Students could also brainstorm ideas that they might like to write about if they were to write an entertainment or weather article.

Each student then chooses one type of writing to focus on: a sports article, an entertainment article, or a weather related article. Review the Writing Assessment Rubric - Subtask 12, which will be used to assess the pieces students choose to write from the sports, entertainment, or weather categories.

Note, a picture is expected to accompany each of the articles.

As part of the writing process, students revise and edit their work. Once this task has been completed, these pieces of writing will be assessed by a peer using the appropriate Peer Checklist (BLM 11.1, 11.2, or 11.3).

Each student considers the suggestions and revises and edits their work to submit to the teacher. The teacher assesses the work using the Writing Assessment Rubric.

Once the teacher has assessed the work, it is given back to students and they staple the rubric to it. Make sure that suggestions are provided for students to possibly use in Subtask 12. This piece is now prepared for presentation to a small group of peers.

Students share their finished product by making an oral presentation to the small group. This is an opportunity for peer feedback using BLM 7.1 Oral and Visual Checklist.

Adaptations

Resources

BLM 11.1 Sports Article Peer Checklist	BLM_8.1_CartoonPeerChcklst.cwk
BLM 11.2 Entertainment Article Peer Checklist	BLM_11.2_EntrtmtPeerCklst_S.cwk
BLM 11.3 Weather Article Peer Checklist	BLM_11.3_WthrPeerChklst_S.cwk
Examples of Movie Reviews	
Entertainment/Weather Examples	

Thesaurus and Dictionaries 10

Portfolios

Learning Log

Notes to Teacher

Teacher Reflections

Description

Using a template (BLM 12.1), students reflect upon their completed writing assignments and presentations. Students prepare one of these works for the final presentation in Subtask 13. Once all the revisions have been made, students submit their final copy to the teacher for evaluation using the Writing Assessment Rubric.

Catholic Graduate Expectations
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE Overall - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

Expectations

6e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
6e17	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
6e22	– integrate media materials (e.g., computer graphics) into their writing to enhance their message.
6e5 A	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
6e7 A	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
6e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
6e18 A	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);

Groupings

Students Working Individually
Students Working In Small Groups

Teaching / Learning Strategies

Advance Organizer
Guided Writing
Practice And Drill
Review

Assessment

Students complete BLM 12.1 Student Reflection for their selected piece of work. They complete their final copy for evaluation.

The teacher uses the Writing Assessment Rubric to assess the writing samples selected by students.

Assessment Strategies

Portfolios
Self Assessment
Performance Task

Assessment Recording Devices

Rubric

Teaching / Learning

Students review their three completed pieces of work from their portfolios (See Subtasks 6, 9 and 11) and decide which piece they would like to present to the members of the Editorial Board. They complete BLM 12.1 Student Reflection for the piece of work that they think represents their best efforts.

Using the checklists and rubrics (that have been previously stapled to their work) as a guideline, students complete a final revision and edit and prepare their work for publication. Consider having students use a word processor, if available, to make the necessary changes.

Students should set goals for themselves in relation to the skills they might need to focus on in order to present their work orally.

Students hand in their final copy completely finished and their Student Reflection Sheet (BLM 12.1).

Teachers need to return the evaluated writing before the final presentation of Subtask 13.

Adaptations

Resources

Writing Assessment Rubric	
BLM 12.1 Student Reflection Sheet	BLM_12.1_Reflection_S.cwk
Thesaurus and Dictionaries	10
Portfolios	
Learning Log	

Notes to Teacher

Teacher Reflections

Description

Students participate in the culminating task both as members of an Editorial Board and as individual presenters. Each student presents work from one newspaper category (headline story, editorial, community/faith article, cartoon, advertisement, sport, entertainment, or weather article) to members of an Editorial Board in the form of an oral presentation. The teacher evaluates the students' presentations by using a rubric. The members of the Editorial Board act as the audience and may offer feedback by celebrating the success of each presentation.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

6e18 A – select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
6e58 A – speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;
6e60 A – use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;
6e52 A • demonstrate the ability to concentrate by identifying main points and staying on topic;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration

Assessment

The teacher creates an assessment tool for the culminating task. The peer feedback form (BLM 7.1) is for peer feedback only and will not affect the students' summative evaluations.

Assessment Strategies

Performance Task
Conference
Exhibition/demonstration

Assessment Recording Devices

Rubric

Teaching / Learning

Oral Assessment

Each student presents their best work to the Editorial Board.

Each student is provided with feedback from one other student using BLM 7.1 Oral and Visual Checklist, for the oral and visual presentation.

Students not presenting act as members of the Editorial Board. Once the student has presented his/her piece of work to the members of the Editorial Board, the board poses questions about the work and celebrates the successes of each presenter.

Teachers may want to set an area up in their classroom to facilitate the presentations.

All students' presentation pieces should be included in the celebration/publication of the newspaper.

The teacher evaluates each presentation using the Oral and Visual Presentation Rubric.

Adaptations

Resources

Oral and Visual Presentation Rubric

Portfolios

Notes to Teacher

Teachers create an assessment tool for the culminating task.

The teacher may assign BLM 1.2 Newspaper Terms Activity Sheet as a follow-up assessment. This activity acts as a reinforcement of students' knowledge of the main sections of a newspaper.

Teacher Reflections

Description

In groups, students collate their works into the appropriate newspaper categories. Each group designs the layout of a particular section of the newspaper for later distribution. The teacher takes each of these sections and prints them in order to share the work with the school community.

Catholic Graduate Expectations
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

CGE Overall - Catholic Graduate Expectation - A Responsible Citizen: A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Expectations

6e61 – use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);

6e66 – create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").

6a25 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;

6a26 • identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;

Groupings
Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies
Conferencing
Reciprocal Teaching
Visual Stimuli

Assessment
Use a teacher-developed rubric or rating scale.

Assessment Strategies
Performance Task

Assessment Recording Devices

Teaching / Learning

Students discuss the layout of the paper, using a local newspaper as a guide. Consider using a desktop publishing program for the layout if all of the work has been prepared using a computer.

Using the writing selections presented in Subtask 13, the teacher places all "like" pieces into a group, e.g., all editorials, all cartoons, etc., for arrangement into a newspaper. Students are divided into groups based on the various types of articles: editorial, community/faith articles, headline story, cartoon, advertisement, sport, entertainment, or weather article. Each group designs the layout for their particular section.

When all pieces have been assembled and everyone is in agreement with the placement of articles, advertisements, cartoons, etc., they fasten them onto a master sheet using double-sided tape. The teacher then takes the finished page from each group and photocopies the pages. Make as many copies as needed.

The teacher uses an appropriate assessment tool to evaluate individual achievement of the expectations for this subtask.

Consider a mini prayer celebration that celebrates the rights and freedoms of our society, and the ministry and responsibility of newspaper writers. Upon the completion of this prayer celebration, distribute the newspaper.

Adaptations

Resources

Local Newspaper

Portfolios

Notes to Teacher

Teacher Reflections

Appendices

Newspapers in Language

Language

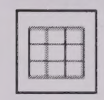
Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Newspapers in Language
Language A Unit for Grade 6



Rubric

- ☐ **Oral and Visual Presentation Rubric** **ST 13**
  2
- ☐ **Writing Assessment Rubric** **ST 12**
  2

Blackline Master / File

- ☐ **BLM 1.1 Newspaper Scavenger Hunt** **ST 1**
  BLM_1.1_Scavenger_Hunt_S.cwk
- ☐ **BLM 1.2 Newspaper Terms Activity Sheet** **ST 1**
  BLM_1.2_Terms_S.cwk
- ☐ **BLM 1.3 Scavenger Hunt Rating Scale** **ST 1**
  BLM_1.3_HuntRatingScale_T.cwk
- ☐ **BLM 1.4 Learning Log Rating Chart** **ST 1**
  BLM_1.4_LearnLogRateScale_T.cwk
- ☐ **BLM 11.1 Sports Article Peer Checklist** **ST 11**
  BLM_8.1_CartoonPeerChcklst.cwk
- ☐ **BLM 11.2 Entertainment Article Peer Checklist** **ST 11**
  BLM_11.2_EntrtmtPeerCklst_S.cwk
- ☐ **BLM 11.3 Weather Article Peer Checklist** **ST 11**
  BLM_11.3_WthrPeerChklst_S.cwk
- ☐ **BLM 12.1 Student Reflection Sheet** **ST 12**
  BLM_12.1_Reflection_S.cwk
- ☐ **BLM 3.1 The Inverted Pyramid Format** **ST 3**
  BLM_3.1_InvertedModel.cwk
- ☐ **BLM 4.1 The Editorial** **ST 4**
  BLM_4.1_TheEditorial.cwk
- ☐ **BLM 6.1 Headline Story Peer Checklist** **ST 6**
  BLM_6.1_HdlnPeerChklst_S.cwk
- ☐ **BLM 6.2 Editorial Peer Checklist** **ST 6**
  BLM_6.2_EditorialChcklist_s.cwk
- ☐ **BLM 6.3 Community/Faith Article Peer Checklist** **ST 6**
  BLM_6.3_ComntyPeerChcklst_S.cwk
- ☐ **BLM 7.1 Oral and Visual Checklist** **ST 7**
  BLM_7.1_OVChcklist_T.cwk
- ☐ **BLM 8.1 Cartoon Peer Checklist** **ST 8**
  BLM_8.1_CartoonPeerChcklst.cwk

Licensed Software

- ☐ **ClarisWorks 5.0 (English)** **Unit**
- ☐ **Corel WordPerfect Suite 7 Academic** **Unit**

Print

- ☐ **A Closer Look at Newspaper Advertising** **Unit**
  Norma Wilson
  10491872
  A Newspaper In Education teacher's guide published and distributed by RC Anderson Associates, Inc., Pittsford, New York 14534 USA.
- ☐ **A Closer Look at Newspaper Advertising** **ST 9**
  Norma Wilson
  10491872
  A Newspaper in Education teacher's guide published and distributed by RCAnderson Associates, Inc., Pittsford, New York 14534 USA.
- ☐ **Learning From Newspapers** **Unit**
  Dr. Hugh Partlow
  A handbook of practical suggestions for using the daily newspaper in primary through to senior grades.
- ☐ **You Shall Be My Witnesses** **Unit**
  Canadian Catholic Conference of Bishops
  Grade 6 Religion Program
- ☐ **You Shall Be My Witnesses** **ST 3**
  Canadian Catholic Conference of Bishops
  Born of the Spirit Canadian Catechetical Program
  Year 6 Religion Program
- ☐ **You Shall Be My Witnesses** **ST 4**
  Canadian Conference of Catholic Bishops
  Born of the Spirit Canadian Catechetical Program
  Year 6 Religion Program
- ☐ **You Shall Be My Witnesses** **ST 5**
  Canadian Catholic Conference of Bishops
  Born of the Spirit Canadian Catechetical Program
  Year 6 Religion Program

Media

- ☐ **Cartoons from Local Newspaper or Other** — ST 8
- ☐ **Catholic Digest** — Unit
- ☐ **Entertainment/Weather Examples** — ST 11
- ☐ **Examples of Community/Faith Pages** — ST 5
- ☐ **Examples of Editorials from Local Newspaper** — ST 4
- ☐ **Examples of Movie Reviews** — ST 11
- ☐ **Local Community Newspaper** — Unit
- ☐ **Local Newspaper** — ST 1
- ☐ **Local Newspaper** — ST 14
- ☐ **The Catholic Register** — Unit
  Bernard Daly
  Toronto
  Catholic Newspaper

Website

- ☐ **History Buff** — Unit
  http://www.historybuff.com
  A historical reference of press coverage from the 16th to the 20th century.
- ☐ **History Buff** — ST 2
  http://www.historybuff.com
  A historical reference of press coverage from the 16th century to the 20th century.
- ☐ **The Princeton Review: Career Profile** — ST 2
  http://www.review.com/Career/careerProfile.cfm?id=57
  A Day in the Life of an Editor, Quality of Life, Past and Future, Career Profile, Majors.
- ☐ **The Slot** — ST 2
  http://www.theslot.com
  How to become an editor as written by a copy editor.

Material

- ☐ **Learning Log** — ST 1
  1
  per person
  This is a notebook.
- ☐ **Learning Log** — ST 2
  per person
- ☐ **Learning Log** — ST 3
  per person
- ☐ **Learning Log** — ST 4
  per person
- ☐ **Learning Log** — ST 5
  per person
- ☐ **Learning Log** — ST 6
  per person
- ☐ **Learning Log** — ST 7
  per person
- ☐ **Learning Log** — ST 8
  per person
- ☐ **Learning Log** — ST 9
- ☐ **Learning Log** — ST 10
  per person
- ☐ **Learning Log** — ST 11
  per person
- ☐ **Learning Log** — ST 12
  per person
- ☐ **Portfolios** — ST 1
  per person
- ☐ **Portfolios** — ST 2
  per person
- ☐ **Portfolios** — ST 3
  per person
- ☐ **Portfolios** — ST 4
  per person
- ☐ **Portfolios** — ST 5
  per person
- ☐ **Portfolios** — ST 6
  per person
- ☐ **Portfolios** — ST 7
  per person
- ☐ **Portfolios** — ST 8
  per person
- ☐ **Portfolios** — ST 9
  per person
- ☐ **Portfolios** — ST 10
  per person
- ☐ **Portfolios** — ST 11
  per person

Newspapers in Language
Language A Unit for Grade 6

☐ **Portfolios** per person	**ST 12**
☐ **Portfolios** per person	**ST 13**
☐ **Portfolios** per person	**ST 14**
☐ **Thesaurus and Dictionaries** 10 per class	**Unit**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 3**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 4**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 5**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 6**
☐ **Thesaurus and Dictionaries** 10 per class to use for proper spelling	**ST 8**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 9**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 10**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 11**
☐ **Thesaurus and Dictionaries** 10 per class	**ST 12**

Newspaper Scavenger Hunt

Name: _____

Part 1

In the newspaper, find and circle an example of the following items listed in numbers 1-15. Put the same number of each item inside the circle directly on the newspaper. Beside each item listed below, write the section and page number where you found it in the newspaper. The pages of the newspaper must be in order when you finish!

1. a word with strong emotional appeal_____
2. a fact_____
3. three descriptive words in the sports section_____
4. a television show you'd like to watch_____
5. a story about an advance in medicine or in science_____
6. someone's opinion_____
7. a photograph news story or illustration about community helpers such as doctors, nurses, firefighters, etc._____
8. a weather report_____
9. a crisis situation_____
10. a classified ad to sell an automobile_____
11. a one-word summary of a front-page story_____
12. a photograph or illustration of someone engaged in physical activity_____
13. a comic strip that says something about happiness or friendship_____
14. an advertisement for something you'd like to buy_____
15. a person to whom you'd like to write a letter_____

Part 2

Pick one article from the newspaper that interests you. Write two questions that you could ask the author to clarify your understanding of the article.

1.

2.

BLM 1.2

Newspaper Terms Activity Sheet

Name: _____

1. The opinion section of the newspaper is the _____page.

2. The title of a newspaper article is called its _____.

3. Readers use _____ to save themselves time and money by shopping with the newspaper instead of traveling from store to store.

4. A news article uses the _____ writing form to answer the five Ws and H.

5. Where do you find the table of contents in a newspaper? _____

6. A headline story must be written by a deadline while a _____story may be written and used at any time.

7. _____ is essential in a country which is considered a "free country."

8. Ballooning is a _____ strip device which contains the words that a character says.

9. A movie review of your favourite movie is found in the _____ section.

10. A wedding article describing the ideal wedding would be found in the _____ section.

11. An interview between a famous hockey player and a newspaper reporter would likely be written on the _____ page.

12. A _____ tells who wrote the article.

13 The Canadian Press (CP) and the Associated Press (AP) are both _____.

14. When we feel strongly enough about something that we read in the newspaper, we write a letter to the _____.

15. News articles are written _____, _____, nationally, and internationally.

_____WORD LIST_____

advertisements, byline, comic, editor, editorial, entertainment, family, locally, headline, inverted pyramid, Freedom of the Press, index, provincially, sports, wire services, feature

Scavenger Hunt Rating Scale

A: Does the student efficiently search out the various newspaper categories?

B: Does the student ask questions to obtain and clarify information?

Student s Name	A				B			
	with assistance	with limited assistance	with occasional assistance	independently	not often	sometimes	most of the time	almost always
_____	☐	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐	☐
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_____	☐	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐	☐

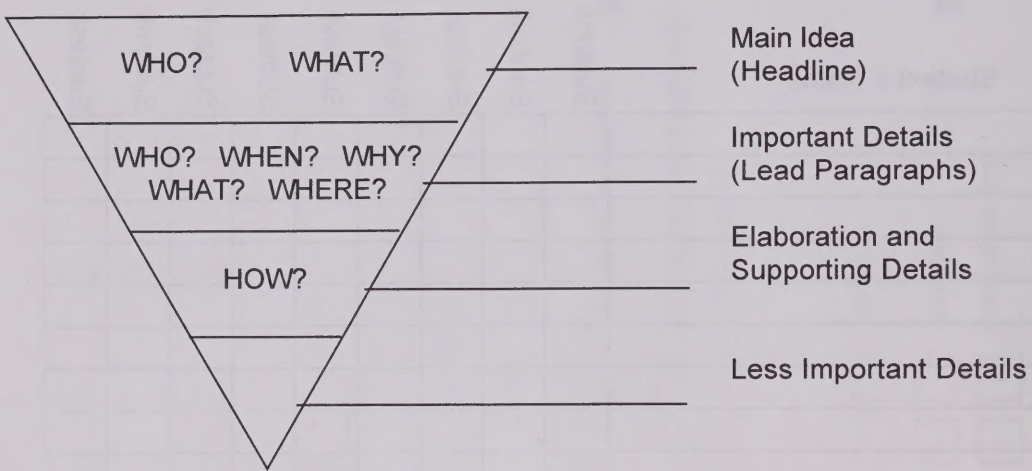
Learning Log Rating Chart

BLM 1.4

The student demonstrates understanding of the concepts addressed in the subtask.
Level 1 - limited understanding
Level 2 - some understanding
Level 3 - considerable understanding
Level 4 - extensive understanding

Student s Name	Subtask 1	Subtask 3	Subtask 4	Subtask 5	Subtask 7	Subtask 8	Subtask 9	Subtask 10	Subtask 11

The Inverted Pyramid Format



Writing a Headline Story

A headline story is designed to inform the reader of something in a crisp, concise, easily-read manner.

Each paragraph should develop a single thought and one-sentence paragraphs should often be used.

Keep sentences short.

A strong concluding sentence is needed to close the story.

Never use "I" or "we."

Check and recheck your facts.

Use a person's first and last name on the first mention. Be sure that all names are spelled correctly. Where possible, use quotes and place these at the top of the story.

Don't let your views enter into the story. It must be purely factual.

The Editorial

BLM 4.1

Names of group members: _____

_____

_____

Topic: _____

What opinion is the writer stating?

What evidence does the writer use to support his/her opinion?

What conclusion does the writer reach?

Headline Story Peer Checklist

Name: _____ Date: _____

The student:

General	Yes	No
1. uses complex ideas (facts) that are well reasoned.	☐	☐
2. uses the inverted pyramid format to report facts. (Who? What? When? Why? Where? How?)	☐	☐
3. uses a strong concluding sentence.	☐	☐
4. uses language and tone appropriate to the audience.	☐	☐
5. use correct spelling, grammar, and punctuation.	☐	☐

Specific	Yes	No
6. avoids use of first person "I," "we," etc.	☐	☐
7. uses a catchy headline.	☐	☐
8. avoids hyphenated words or conjunctions in the headline.	☐	☐
9. uses only facts and avoids giving any opinions.	☐	☐

Comments:

BLM 6.2

Editorial Peer Checklist

Name: _____ Date: _____

The student:

	Yes	No
General		
1. uses complex ideas (facts) and reasons well.	☐	☐
2. states an opinion and provides evidence to support that opinion.	☐	☐
3. uses a strong concluding sentence.	☐	☐
4. uses language and tone appropriate to the audience.	☐	☐
5. uses correct spelling, grammar, and punctuation.	☐	☐
Specific	Yes	No
6. uses words such as "I" and "we."	☐	☐
7. uses a catchy headline.	☐	☐
8. persuades the reader.	☐	☐

Comments:

Community/Faith Article Peer Checklist

Name_____ Date_____

The student:

General

	Yes	No
1. uses complex ideas (facts) and reasons well.	☐	☐
2. states an opinion and provides evidence to support that opinion.	☐	☐
3. uses a strong concluding sentence.	☐	☐
4. uses language and tone appropriate to the audience.	☐	☐
5. uses correct spelling, grammar, and punctuation.	☐	☐

Specific

	Yes	No
6. uses words such as "I" or "we."	☐	☐
7. uses a catchy headline.	☐	☐
8. uses examples of injustice issues and Catholic teaching.	☐	☐
9. uses opinions backed up with facts.	☐	☐

Comments:

Oral and Visual Checklist

Name: _____

Date: _____

The student:

Delivery Technique:	Yes	No	Sometimes
1. uses facial expressions (relaxed, animated, and responsive).	☐	☐	☐
2. demonstrates confidence.	☐	☐	☐
3. uses vocal expression (rate, pitch, volume, tone).	☐	☐	☐
4. uses the simple and direct language needed to interest the audience.	☐	☐	☐
5. uses good diction, grammar, and word usage (no "ums" or "ahs").	☐	☐	☐
6. uses body actions and gestures (relaxed, comfortable).	☐	☐	☐
7. integrates media technology (computer, graphics).	☐	☐	☐
Organization and Content:			
1. uses the five Ws to give details (Who? What? When? Where? Why?).	☐	☐	☐

Comments:

Cartoon Peer Checklist

BLM 8.1

Name: _____

Date: _____

The student:

General	Yes	No
1. provides an immediate visual impact.	☐	☐
2. communicates intended message.	☐	☐
4. uses the language and tone appropriate to the audience.	☐	☐
5. uses correct spelling, grammar, and punctuation.	☐	☐
6. uses computer technology (fonts graphics).	☐	☐

Specific	Yes	No
7. uses a catchy caption or dialogue.	☐	☐
8. convey the message using complementary text and visuals.	☐	☐

Comments:

Entertainment Article Peer Checklist

BLM 11.2

Name: _____

Date: _____

The student:

	Yes	No
General		
1. uses descriptive words to attract the audience.	☐	☐
2. presents information well without giving away the ending to the play or movie.	☐	☐
3. organizes information well.	☐	☐
4. uses language and tone appropriate to the audience.	☐	☐
5. uses correct spelling, grammar, and punctuation.	☐	☐
6. uses specific details about the movie/play to add interest.	☐	☐
Specific		
7. uses graphics to enhance work.	☐	☐
8. uses a catchy title.	☐	☐
9. incorporates all areas of specified work.	☐	☐

Comments
:

Weather Article Peer Checklist

Name: _____

Date: _____

The student:

	Yes	No
General		
1. uses colourful language to attract the audience.	☐	☐
2. presents information well.	☐	☐
3. organizes information well.		
4. uses language and tone appropriate to the audience.	☐	☐
5. uses correct spelling, grammar, and punctuation.	☐	☐
6. uses weather-related vocabulary.	☐	☐
Specific		
7. uses graphics or a picture to enhance work.	☐	☐
8. makes sure that future weather conditions and related information are addressed.	☐	☐
9. incorporates all areas of specified work.	☐	☐

Comments:

Student Reflection Sheet

Student: _____

Title of Work: _____

Why do you feel that this selection is the best one to be presented orally to the members of the Editorial Board?

Do you think that you need to make any changes to this piece? If so, what changes will you make to this piece?

What did you learn from doing this piece of work?

Oral presentation skills that you would like to work on are:

Student Name:_____
Date:_____

Writing Assessment Rubric

for use with Subtask 12 : Reflective Learning on Portfolio Collection
from the Grade 6 Unit: **Newspapers in Language**

Expectations for this Subtask to Assess with this Rubric:

6e5 • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);

6e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

6e18 – select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);

6e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning - complexity of ideas	- expresses a few simple ideas	- expresses some simple ideas	- expresses some complex ideas	- expresses complex ideas consistently
Communication - purpose - vocabulary use	- the purpose is not clearly evident - limited selection of words and expressions to create specific effects	- the purpose is somewhat clear and/or appropriate for a classroom newspaper - some selection of words and expressions to create specific effects	- the purpose is clear, effective, and appropriate for a classroom newspaper - good selection of words and expressions to create specific effects	- the purpose is clear, effective, engaging, and appropriate for a classroom newspaper - excellent selection of words and expressions to create specific effects
Organization of Ideas - overall structure	- limited structure or organization	- some overall structure or organization	- organization is logical	- the organization and structure support the purpose and enhance the message
Application - conventions of spelling/ grammar/punctuation	- several errors	- some errors	- a few errors	- practically no errors

Student Name:_____
Date:_____

Oral and Visual Presentation Rubric

for use with Subtask 13 : Board Presentation
from the Grade 6 Unit: **Newspapers in Language**

Expectations for this Subtask to Assess with this Rubric:

6e18 – select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);

6e52 • demonstrate the ability to concentrate by identifying main points and staying on topic;

6e58 – speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;

6e60 – use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Vocabulary/ Communication - newspaper terminology	- limited use of newspaper terminology used throughout the presentation	- some use of newspaper terminology used throughout the presentation	- considerable use of newspaper terminology used throughout the presentation	- extensive use of newspaper terminology used throughout the presentation
- gestures	- limited use of gestures used to enhance the message of the presentation evident	- some use of gestures used to enhance the message of the presentation	- considerable use of gestures used to enhance the message of the presentation	- gestures used extensively to enhance the message of the presentation
Application of language convention - use of voice - grammatically correct	- limited use of voice to enhance presentation - speaks with limited correctness and observance of grammatical rules	- somewhat effective use of voice to enhance presentation - speaks with some correctness and observance of grammatical rules	- effective use of voice to enhance presentation - speaks with considerable correctness and observance of grammatical rules	- effective and enthusiastic use of voice to enhance presentation - speaks with high degree of correctness and observance of grammatical rules
Organization of Ideas - opening, body and closing stay focused on main idea	- presentation focus is unclear throughout the opening, body, and conclusion	- presentation maintains some focus throughout the opening, body, and conclusion	- presentation maintains focus throughout the opening, body, and conclusion	- presentation maintains focus throughout the opening, body, and conclusion with fluid transitions

Newspapers in Language

Language A Unit for Grade 6

		Selected	Assessed
English Language---Writing			
☐ 6e1	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);		6
☐ 6e3	• organize information to convey a central idea, using well-linked paragraphs;	1	2
☐ 6e5	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);		2
☐ 6e6	• produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);		2
☐ 6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;	3	2
☐ 6e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;	1	
☐ 6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	1	1
☐ 6e17	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;	1	2
☐ 6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);	2	2
☐ 6e22	– integrate media materials (e.g., computer graphics) into their writing to enhance their message.	1	1
English Language---Reading			
☐ 6e27	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;	2	2
☐ 6e32	– summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;		1
☐ 6e37	– identify different forms of writing and describe their characteristics (e.g., historical novel, encyclopaedia);		2
☐ 6e38	– use their knowledge of the characteristics of different forms of writing to select the appropriate materials for a specific purpose (e.g., an encyclopaedia article may provide a general introduction to a topic);		2
English Language---Oral and Visual Communication			
☐ 6e48	• ask and answer questions to obtain and clarify information;	2	1
☐ 6e49	• communicate a main idea about a topic and describe a sequence of events;	1	
☐ 6e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;	1	1
☐ 6e51	• contribute and work constructively in groups;	1	1
☐ 6e52	• demonstrate the ability to concentrate by identifying main points and staying on topic;		1
☐ 6e53	• identify the main types of media works and the most characteristic techniques used in them;		2
☐ 6e58	– speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;	1	1
☐ 6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;	1	1
☐ 6e61	– use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);	1	1
☐ 6e63	– identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;	1	1
☐ 6e64	– identify the various types of professionals involved in producing a media work (e.g., newswriter, photographer, camera operator, film director) and describe the jobs they do;	1	
☐ 6e65	– analyse and assess a media work and express a considered viewpoint about it (e.g., write a movie review);	1	1
☐ 6e66	– create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").	1	1
The Arts---Visual Arts			
☐ 6a25	• produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;	1	
☐ 6a26	• identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;	1	

Expectation Summary

Selected | Assessed

Newspapers in Language

Language A Unit for Grade 6

English Language

6e1		6	6e2			6e3	1	2	6e4			6e5		2	6e6		2	6e7	3	2	6e8	1		6e9			6e10	1	1
6e11			6e12			6e13			6e14			6e15			6e16			6e17	1	2	6e18	2	2	6e19			6e20		
6e21			6e22	1	1	6e23			6e24			6e25			6e26			6e27	2	2	6e28			6e29			6e30		
6e31			6e32		1	6e33			6e34			6e35			6e36			6e37		2	6e38		2	6e39			6e40		
6e41			6e42			6e43			6e44			6e45			6e46			6e47			6e48	2	1	6e49	1		6e50	1	1
6e51	1	1	6e52		1	6e53		2	6e54			6e55			6e56			6e57			6e58	1	1	6e59			6e60	1	1
6e61	1	1	6e62			6e63	1	1	6e64	1		6e65	1	1	6e66	1	1												

French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

Social Studies

6z1	6z2	6z3	6z4	6z5	6z6	6z7	6z8	6z9	6z10
6z11	6z12	6z13	6z14	6z15	6z16	6z17	6z18	6z19	6z20
6z21	6z22	6z23	6z24	6z25	6z26	6z27	6z28	6z29	6z30
6z31	6z32	6z33	6z34	6z35	6z36	6z37	6z38	6z39	6z40
6z41	6z42	6z43	6z44	6z45	6z46	6z47	6z48		

Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25 1	6a26 1	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49	6a50
6a51	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59	6a60
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69	6a70
6a71									

Newspapers in Language

Language A Unit for Grade 6

Analysis Of Unit Components

14 Subtasks
65 Expectations
76 Resources
138 Strategies & Groupings

-- Unique Expectations --
27 Language Expectations
2 Arts Expectations

Resource Types

2 Rubrics
15 Blackline Masters
2 Licensed Software
7 Print Resources
10 Media Resources
4 Websites
36 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

12 Students Working As A Whole Class
5 Students Working In Pairs
6 Students Working In Small Groups
11 Students Working Individually

Assessment Recording Devices

3 Anecdotal Record
4 Checklist
4 Rating Scale
4 Rubric

Teaching / Learning Strategies

4 Advance Organizer
2 Brainstorming
4 Conferencing
1 Demonstration
1 Discussion
2 Expository Text Frames
1 Guest Speaker
1 Guided Exploration
6 Guided Writing
11 Learning Log/journal
1 Mind Map
1 Oral Presentation
9 Portfolio
1 Practice And Drill
1 Reciprocal Teaching
2 Review
5 Visual Stimuli

Assessment Strategies

4 Conference
1 Exhibition/demonstration
10 Learning Log
6 Observation
4 Performance Task
9 Portfolios
1 Quizzes, Tests, Examinations
1 Self Assessment